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ABSTRACT

The 1978-79 activities of the Human Services/Drug Abuse (HS/DA) Project are summarized in this three-part report. The Project, which is coordinated by Miami-Dade Community College (M-DCC), seeks to: (1) form a national HS/DA consortium of two-year colleges, (2) develop two modular and multi-component courses for use in HS/DA programs, and (3) demonstrate a model HS/DA program at M-DCC. Part I of the report presents information on the formation of the consortium and its status as of August, 1979. Part II discusses the progress in the preparation of instructional materials (texts, audio and video packages, and study guides) for utilization in two HS/DA programs: "Introduction to Human Services" and "Chemical Substance Abuse." Part III discusses the implementation and evaluation of a generic, broadly transferable, associate degree program in HS/DA on the New World Campus of M-DCC. Each section addresses its topic in relation to the following aspects: goals and objectives, target population and minority participation, statistical data, other participating agencies, staff and consultation data, publications, credits, titles of current courses offered or staff is attending, minority needs, projected program modification, supervision training, community support, evaluation, problems, budget, relationship with the state drug abuse agency, and research. (JP)

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ANNUAL REPORT I

TO THE

NATIONAL INSTITUTE ON DRUG ABUSE

CONCERNING THE

NATIONAL HUMAN SERVICES/DRUG ABUSE PROJECT

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SEPTEMBER, 1978 THROUGH AUGUST, 1979

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INTRODUCTION

Miami-Dade Community College (M-DCC) of Miami, Florida received funds for the period September 1, 1978 through August 31, 1979 from the National Institute on Drug Abuse (NIDA) to: form a national Human Services/Drug Abuse (HS/DA) consortium of two-year institutions, develop two original, modular and multicomponent courses for use in HS/DA programs, and demonstrate a model HS/DA program at M-DCC.

The first annual report provides detailed information relating to: the major developmental phase through which the national HS/DA consortium formation passed this project year, the current status of instructional materials being prepared for utilization in HS/DA programs, and the implementation and evaluation of a generic, broadly transferable, associate degree HS/DA program on the New World Center Campus (NWCC) of M-DCC.

The national consortium with its potential for delivering flexible HS/DA associate degree programs--in conjunction with drug abuse facility training programs--to competent but "noncredentialed" workers, supports a major goal in the mission of NIDA. The HS/DA consortium is presently in the last phase of formulation and is expected to be fully operational on a national basis by the Fall, 1980.

ACKNOWLEDGEMENTS

The national project staff would like to thank all those persons who assisted with various aspects of the national Human Services/Drug Abuse (HS/DA) project during the past year. Specific acknowledgements will be made throughout the report. For now, we would like to mention briefly several agencies and categories of persons who were involved. Special thanks go to the National Institute on Drug Abuse (NIDA), Manpower and Training Branch (MTB), for continuous interest in and support of the project. The human services and drug abuse expertise provided by various components of the National Manpower and Training System (NMTS) has been most valuable. The success of the entire effort has been greatly aided by the cooperation and assistance provided by the staff of the Metropolitan Dade County Comprehensive Drug Program. We are most indebted to the many administrators and faculty members, at Miami-Dade Community College and the numerous persons associated with local facilities and agencies, who contributed to the project in various and helpful ways during our first year of full operation.

CONTACT PERSONS

Further information concerning the national Human Services/Drug Abuse (HS/DA) project being coordinated by Miami-Dade Community College (M-DCC) can be obtained from the following institutional persons:

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NATIONAL PROJECT AND LOCAL PROGRAM
CONTROL DATA

NATIONAL INSTITUTE ON DRUG ABUSE
MANPOWER AND TRAINING BRANCH

UTILIZATION AND DEVELOPMENT
GRANT TO
MAIMI-DADE COMMUNITY COLLEGE

ANNUAL REPORT

PROGRAM	GRANT NUMBER
Project: Associate Degree Program in Human Services/Drug Abuse	1 T41 DA 07122-01 M-DCC CPN 100-79

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Coordinator: Joseph L. Olson (S.S. # 260-32-7761)
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Start Date: 09/30/78 Termination: 08/31/81

Period Covered by this Report: 09/30/78 through 08/31/79

The two sections of the report entitled CONSORTIUM FORMATION, and MATERIALS DEVELOPMENT AND EVALUATION were prepared by the Director of the national project, James E. O'Connor. The report section entitled, PROGRAM IMPLEMENTATION AND EVALUATION was prepared by the Manager of the local program, Charles F. Klingensmith.

LIST OF ABBREVIATIONS

AACJC	American Association of Community and Junior Colleges
AAHE	American Association of Higher Education
AC	Academic Coordinator
ACE	American Council on Education
ADAMHA	Alcohol, Drug Abuse, and Mental Health Administration
ASP	Audio Script Package
AV	Audio Visual
BEOG	Basic Education Opportunity Grants
CAEL	Council for the Advancement of Experiental Learning
CDC	Career Development Center
CDM	Course Design Meeting
CDT	Course Design Team
CETA	Comprehensive Education and Training Administration
CHS	Center for Human Services
CSA	"Chemical Substance Abuse"
DATE	Florida Association of Drug Abuse Treatment and Education Programs
DHEW	Department of Health, Education, and Welfare
EA/EO	Equal Access/Equal Opportunity
FIU	Florida International University
GMB	Grants Management Branch
GPO	Government Publishing Office
HRS	Health and Rehabilitative Services
HSAC	Human Services Advisory Committee
HSCC	Human Services Coordinating Committee
HS/DA	Human Services/Drug Abuse
IHS	"Introduction to Human Services"
IRG	Initial Review Group
IM	Instructor's Manual
LEAA	Law Enforcement Assistance Administration
M-DCC	Miami-Dade Community College
ME	Materials Evaluator
MTB	Manpower and Training Branch
NAC	National Advisory Council
NCAE	National Center for Alcohol Education

NDAC	National Drug Abuse Conference
NDAC	National Drug Abuse Center for Training and Resource Development
NGA	Notice of Grant Award
NIA	National Institute on Aging
NIAAA	National Institute on Alcohol Abuse and Alcoholism
NIDA	National Institute on Drug Abuse
NIDP	National Institute for Drug Programs
NIE	National Institute of Education
NIH	National Institute of Health
NIMH	National Insitute of Mental Health
NMTS	National Manpower and Training System
NWCC	New World Center Campus
OC	Open College
PC/VC	Partial Credit/Variable Credit
PD	Project Director
PHS	Public Health Service
PM	Program Manager
RSC	Regional Support Center
RSVP	Response System with Variable Prescriptions
SREB	Southern Regional Education Board
SRSC	Southeast Regional Support Center
SSA	Single State Agency
STO	State Training Officer for Regional Support Centers
STPC	State Training Program Coordinator
STSP	State Training Support Program
TA	Technical Assistance
TEA	Training and Education Advisor
THR	"Training the Human Resources" (NDAC Publication)
QPR	Quarterly Progress Report
VSP	Video Script Package

TABLE OF CONTENTS

	PAGE
INTRODUCTION	iii
ACKNOWLEDGEMENTS	iv
CONTACT PERSONS	v
PROJECT/PROGRAM CONTROL DATA	vi
LIST OF ABBREVIATIONS	vii
CONSORTIUM FORMATION	
INTRODUCTION	1
ACKNOWLEDGEMENTS	2
I. GOALS AND OBJECTIVES	3
A. NATIONAL PROJECT GOALS	4
B. NATIONAL PROJECT OBJECTIVES	4
II. TARGET POPULATION AND MINORITY PARTICIPATION	6
A. TARGET POPULATION SERVED	6
B. MINORITY PARTICIPATION	7
III. STATISTICAL DATA	8
IV. OTHER PARTICIPATING PROGRAMS/AGENCIES	8
V. STAFF AND CONSULTATION DATA	9
VI. PUBLICATIONS	9
VII. CREDITS	10
VIII. TITLES OF CURRENT COURSES OFFERED OR STAFF IS ATTENDING	11
IX. MINORITY NEEDS	11
X. PROJECTED PROGRAM MODIFICATION	12
XI. SUPERVISION TRAINING	13
XII. COMMUNITY SUPPORT	13
XIII. EVALUATION	14
XIV. PROBLEMS	15
XV. BUDGET	15
XVI. RELATIONSHIP WITH THE STATE DRUG ABUSE AGENCY	15
XVII. RESEARCH	15
MATERIALS DEVELOPMENT AND EVALUATION	
INTRODUCTION	17
ACKNOWLEDGEMENTS	18

		PAGE
I.	GOALS AND OBJECTIVES	19
	A. NATIONAL PROJECT GOALS	19
	B. NATIONAL PROJECT OBJECTIVES	19
II.	TARGET POPULATION AND MINORITY PARTICIPATION	19
	A. TARGET POPULATION SERVED	19
	B. MINORITY PARTICIPATION	19
III.	STATISTICAL DATA	20
IV.	OTHER PARTICIPATING PROGRAMS/AGENCIES	20
V.	STAFF AND CONSULTATION DATA	21
VI.	PUBLICATIONS	22
VII.	CREDITS	22
VIII.	TITLES OF CURRENT COURSES OFFERED OR STAFF IS ATTENDING	22
	A. INTRODUCTION TO HUMAN SERVICES	23
	1. TEXTBOOK-"AN INTRODUCTION TO HUMAN SERVICES"	23
	2. AUDIO SERIES	23
	3. VIDEO SERIES	23
	4. STUDY GUIDE	23
	B. CHEMICAL SUBSTANCE ABUSE	23
	1. MODULE GUIDE SERIES	23
	2. AUDIO SERIES	24
	3. VIDEO SERIES	24
IX.	MINORITY NEEDS	24
X.	PROJECTED PROGRAM MODIFICATION	25
XI.	SUPERVISION TRAINING	25
XII.	COMMUNITY SUPPORT	26
XIII.	EVALUATION	26
XIV.	PROBLEMS	27
XV.	BUDGET	28
XVI.	RELATIONSHIP WITH THE STATE DRUG ABUSE AGENCY	28
XVII.	RESEARCH	28
PROGRAM IMPLEMENTATION AND EVALUATION		
	INTRODUCTION	29
	ACKNOWLEDGEMENTS	30

		PAGE
I.	GOALS AND OBJECTIVES	31
	A. LOCAL PROGRAM GOALS	31
	B. LOCAL PROGRAM OBJECTIVES	31
II.	TARGET POPULATION AND MINORITY PARTICIPATION	33
	A. TARGET POPULATION SERVED	33
	B. MINORITY PARTICIPATION	34
III.	STATISTICAL DATA	35
	A. NUMBER OF TRAINING PROGRAMS	35
	B. PARTICIPANTS	35
IV.	OTHER PARTICIPATING PROGRAMS/AGENCIES	37
V.	STAFF AND CONSULTATION DATA	39
VI.	PUBLICATIONS	39
VII.	CREDITS	39
VIII.	TITLES OF CURRENT COURSES OFFERED OR STAFF IS ATTENDING	40
IX.	MINORITY NEEDS	41
X.	PROJECTED PROGRAM MODIFICATION	42
XI.	SUPERVISION	43
XII.	COMMUNITY SUPPORT	43
XIII.	EVALUATION	44
XIV.	PROBLEMS	45
XV.	BUDGET	45
XVI.	RELATIONSHIP WITH THE STATE DRUG ABUSE AGENCY	45
XVII.	RESEARCH	46

CONSORTIUM FORMATION

INTRODUCTION

Miami-Dade Community College received funds from the National Institute on Drug Abuse (NIDA) to design a process for deriving generic, broadly transferable, associate degree programs in human services dealing with the specialty area of drug abuse. One major obligation of the grant is concerned with the formation of a small national Human Services/Drug Abuse (HS/DA) consortium of community and junior colleges to offer cooperatively designed HS/DA programs. This section of the annual report provides information regarding the organizational status of the consortium as of August, 1979 that will be of value to potential charter members. The national consortium with its potential for delivery of flexible (HS/DA) programs supports a major goal in the mission of NIDA. The consortium is in the final stage of formulation and is expected to assume maturity during the Fall, 1980.

CONSORTIUM FORMATION

ACKNOWLEDGEMENTS

The national Human Services/Drug Abuse (HS/DA) project staff wishes to acknowledge the generous assistance accorded the consortium formation aspect of the project by the following individuals:

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CONSORTIUM FORMATION

I. GOALS AND OBJECTIVES

All HS/DA Program Managers (PM) of consortium institutions should establish goals and objectives governing local programs. The goals and objectives for each institution in the consortium should be similar; thereby, indicating a uniformly committed membership. There will be some variation among programs at institutions but, these should be a function of unique contributions and situations. This section of the annual report contains the goals and objectives which govern the activities of the Project Director at the coordinating institution. The last section of the annual report, Program Implementation and Evaluation, contains the goals and objectives which govern the activities of the model PM at the New World Center Campus (NWCC) of Miami-Dade Community College (M-DCC).

The national project goals and objectives were used to develop a description for the institutional position of Project Director (PD) for the national HS/DA project (Appendix; pp. 1-2). It was also necessary to define and describe an average percentage of work-time that would be applied over the three-year funding period to each of the PD's categories of responsibility; consortial, curricular, and programmatic (Appendix; p. 3). Each consortium institution will need to compose a job description for its Program Manager that can be kept on file in the personnel department. The description should state the various categories of responsibility for the job that pertain to local program goals and objectives (Appendix; pp. 4-5).

All consortium members will be expected to submit Brief Monthly Reports, Quarterly Progress Reports (QPR), Annual Reports and a Final Report (Appendix; pp. 6-18). All of these reports will provide information concerning the degree to which local program goals and objectives are being met. The consortium members will need to agree on submission dates that are as similar as possible for the same kinds of reports (Appendix; p. 19). Consortium member reports will contain a great deal of important information that should be distilled annually into single documents. All reports will be based upon the reporting outline developed by the Manpower and Training Branch of NIDA. One of the first tasks of the consortium membership will be to review the existing reporting format for the purpose of agreeing upon a mutually acceptable format (Appendix; pp. 20-21).

A. National Project Goals

1. To form a small National Human Services/Drug Abuse (HS/DA) demonstration consortium of selected two-year institutions.
2. To coordinate the activities of the funded National HS/DA Consortium.
3. To encourage utilization among two-year institutions nationally of the consortially conceived HS/DA program design.
4. To seek additional funding for the National Consortium from other project-related federal agencies to refine the existing curriculum and add other major specialty areas.
5. To direct the curriculum design and development activities of an expanded and funded national consortium.
6. To design and develop two multi-component courses for inclusion in the associate degree programs of HS/DA consortium institutions.
7. To distribute written documentation of program implementation activities deemed valuable to potential consortium members.

B. National Project Objectives

1. Project Director will oversee the management of the HS/DA program effort at M-DCC;

   a. Institutional Responsibilities-adhere to all consortial agreements,
   b. Program Organization-update communications schema,
   c. Project and Program Staff Meetings-arrange Human Services Coordinating Committee and other major meetings,
   d. Advisory Council-attend Advisory Committee meetings,
   e. Articulation and Liaison-monitor articulation with educational institutions and liaison with agencies and facilities,
   f. Programs Goals, Objectives and Courses-oversee the local application of the consortially designed HS/DA model program,
   g. Target Population-reinforce the continuous recognition of the primary target population,
   h. Program Management-adhere to the "Program Manager Concept",
   i. Academic Approval-pursue updating of the academically approved program,
   j. Program Promotion and Publicity-coordinate the publicizing/promotion of the program,
   k. Student Recruitment and Advisement-coordinate the recruitment and advisement of facilities workers,
   l. Instructional Materials-participate in the development of program-related instructional materials of value to the consortium,
   m. Written Reporting-design and participate in the composition of official written reports,

n. Project and Program Expansion-coordinate the curricular expansion of the program,
o. Continuous Project Life-reinforce continuous recognition of the "single project concept".

2. The project Director will direct the activities of the national consortium including the distribution of documentation of program implementation activities;

a. Institutional Responsibilities-adhere to consortial agreements,
b. Organizational Chart-prepare and update an organizational/communication chart for the consortium,
c. Project and Program Staff Meetings-organize and manage consortium meetings and arrange site-visitations to consortium institutions by M-DCC national project persons,
d. Advisory Council-formulate a national Advisory Council (composed of chairpersons from local Advisory Councils),
e. Articulation and Liaison-articulate with upper-division institutions on behalf of the consortium membership for career-ladder purposes and function as liaison between the consortium and related units of the National Manpower and Training System (NMTS)
f. Program Goals, objectives and Courses-coordinate the development of the generic Human Services/multiple-area program guide,
g. Target Population-reinforce continuous recognition of non-credentialed workers in NIDA-funded (and other) drug abuse facility programs as the target population,
h. Program Management-aid the implementation of the consortially conceived "Program Management" approach,
i. Academic Approval-aid the attainment of academic approval of programs at consortium colleges,
j. Program Promotion and Publicity-engender effective publicity and promotion of programs at consortium institutions,
k. Student Recruitment and Advisement-encourage student recruitment and advisement of target population in service areas of consortium institutions,
l. Instructional Materials-coordinate the development of materials of value to consortium members and others,
m. Written Reporting-consolidate formalized consortial reporting to NIDA,
n. Project and Program Expansion-coordinate the expansion of the consortium membership and Human Services programs,
o. Continuous Project Life-provide academic input to consortium members interested in refining the generic concept and adding specialty-areas.

II. TARGET POPULATION AND MINORITY PARTICIPATION

A. Target Population Served

The population to be served is composed of competent but non-credentialed workers in drug abuse facilities. A recent estimate of this national population placed the number of such workers at 40,000. Each potential consortium member should have conducted a formal or an informal assessment of need within the community for a broadly transferable Human Services associate degree program involving the specialty area of Drug Abuse.

Each consortium member should monitor very closely the hiring practices of local drug abuse facilities in order to allow the recruitment and enrollment efforts for the HS/DA program to accommodate shifts in local manpower needs. The PM is responsible for maintaining a balance between the number of HS/DA graduates (supply) from the HS/DA associate degree program and the number of locally available drug abuse jobs (demand). In addition, the PM is also responsible for expanding the Human Services program to accommodate other specialty areas needed locally. This kind of program expansion will lead to increased enrollment without saturating the employment market for any one local specialty area with job-seeking graduates.

Each consortium institution should have a Human Services Advisory Committee that can make the following kinds of equally helpful and important contributions to an institutional program: help monitor the employment market, provide advice on the appropriateness of the degree program from the practitioner's viewpoint, and help identify personnel working in local facilities who would enjoy serving as adjuct instructors for certain courses in the degree program. A National Human Services/Drug Abuse Advisory Council should also be formed. The membership could be drawn from existing local Human Services Advisory Committees on a rotational basis with prescribed periods of service. All local Human Services Advisory Committees could serve as sources of information that could be used in a collective manner to determine trends with national significance. This kind of synthesis of grassroots inclinations will be helpful in evaluating at the national level its impact upon consortial commitments, project goals, and program goals. The information under consideration can also be sent forward in a cumulative fashion via the PM in monthly, quarterly, and annual reports. The most satisfactory method of transmittal should be a consortial decision acceptable to the funding agency.

B. Minority Participation

The national HS/DA consortium should have strong participation by the many identified minority groups extant in the United States. The ideal situation would be to have each federally recognized minority represented by at least one of the consortium institutions. This kind of formula would establish the consortium as a national model exemplifying full minority participation. Any programmatic accommodations attendant to a given minority should be fully documented for consideration and utilization by other educational institutions desirous of implementating and evaluating an HS/DA program involving participation by the same minority. The responsibility for documenting the programmatic accommodations would rest with the respective consortium institution; thereby, actually placing the responsibility upon the individual PM's.

The consortium membership must cooperatively derive a system that can be used to accurately report: the effectiveness of each institutional member's plan to recruit and hold students, and the appropriateness of each institutional member's effort to accommodate minority participation. From all outward appearances, it seems that student recruitment and minority participation are an easily attainable merger with little or no inherent difficulty in reporting. Before rushing to that conclusion, consider these statements: the typical two-year public institution generally has an open door policy that is eventually diluted to some degree by an enrollment cap, and/or a policy on standards of academic progress, and/or normal attrition (turnover) and/or some other contrived or natural factor that increases or decreases total institutional enrollment; into this constantly changing setting are cast students generally recruited from majority and minority populations; due to a general imbalance of advantages, members of minority populations tend to be less successful educationally; the percentage of turnover (attrition) among minority student populations could routinely be higher; reporting that 50% of the students enrolled in a program during project year-01 were black and 50% of the students enrolled in a program during project year-02 were black, in no way indicates the percentage of turnover in the black minority population that could conceivably albeit somewhat exaggeratedly reach 100%. In addition, is it appropriate to have a higher percentage of black females enrolled in an HS/DA program when it is known that the number of black males abusing drugs is much higher than the number of black females abusing drugs? Who will make the most effective counselor? It does seem to be increasingly important for the consortium to develop a system for accurately reporting effective and appropriate student recruitment plans and strategies, and minority participation (Appendix; pp. 22-27).

III. STATISTICAL DATA

The major source of statistical data will be the HS/DA programs operating at the consortium institutions. It is absolutely imperative that the PM's agree upon the kinds and content of instruments to be used in gathering data from the several local programs that will be pertinent on a national reporting basis. In other words, the information provided in PM's reports should be of significance to both the national project and the local implementation. Therefore, it is imperative that any data-collection instrument serve both needs thereby providing the NIDA/MTB Education and Training Advisor and the national project director at M-DCC with organized and pertinent data that can be easily synthesized for national project reporting purposes. Once again, the PM remains the key to acquiring information of national significance.

IV. OTHER PARTICIPATING PROGRAMS/AGENCIES

At the national project level, there will be increasing involvement with other programs and agencies as the consortium membership grows. As the consortium undergoes expansion and mounts a more comprehensive curricular effort, there will be greater interest demonstrated particularly on the part of other project/program-related agencies at local to national levels. Once again, the key to success in terms of apprising other programs and agencies of the national consortial effort-to energize involvement and coordination-rests in the hands of the local PM's and their collective talents at documenting programs effectively and the national coordinators' abilities at disseminating project information of general value to colleges.

Quite typically, each consortium member can expect to receive program/agency kinds of contacts during the project year similar to the following: AACTion Consortium-requests and provides information to colleges regarding exemplary instructional programs (Appendix; p. 28); Southeast Regional Support Center-one of five regional centers in the NIDA/MTB National Manpower and Training System (NMTS) that conducts training activities for state and local personnel and maintains a nationwide exchange of information concerning currently successful intervention techniques (Appendix; pp. 29-30); DATE- the Florida Association of Drug Abuse Treatment and Education Programs is a state-wide association representing and disseminating information to drug abuse agencies in Florida (Appendix; pp. 31-32); University of Miami-a four-year institution with graduate schools and research capabilities with which the HS/DA A.A. degree program at M-DCC has articulated to reduce matriculation problems (Appendix; p. 33).

V. STAFF AND CONSULTATION DATA

The national HS/DA project staff at M-DCC is composed of the Project Director and the Project/Program Secretary. The local HS/DA program staff on M-DCC/NWCC is currently composed of the PM only-in terms of federal funding-but, arrangements are being made to acquire a part-time program secretary during year-02 of the project. The national HS/DA project office has conducted coordination meetings on a monthly basis throughout the year that result in a written record of progress. A similar kind of mechanism should be developed by each consortium member (Appendix; pp. 34-36). After the consortium is formed, the national HS/DA project staff at M-DCC/District will be expanded-in a sense-due to the fact that it will function as the coordinative link between NIDA/MTB and the HS/DA consortium membership (Appendix; p. 37). Although there will be one and possibly two meetings of administrative and/or program representatives from the consortium institutions during a given project year, the main form of coordination/communication will be through written reporting to NIDA; Brief Monthly Reports, Quarterly Progress Reports (QPR), Annual Reports I and II, and the Final Report. The exact nature of the reporting outline will be derived by and agreed to by NIDA/MTB and the national HS/DA consortium membership. A submission schedule will be cooperatively designed that accommodates best the various configurations of institutional term systems and most appropriate reporting periods.

VI. PUBLICATIONS

Within the context of publications, it is equally appropriate to mention presentations because quite often one will generally lead to the other. Since Human Services nationally and this national project are both somewhat in their infancy, it is highly probable that initial efforts by consortium members will be directed toward presentations or oral communication rather than publications or other written communication. After the membership has accumulated a sufficient data base, many publications of a varied but program-related nature will be generated routinely.

The national HS/DA project office responded to a call for papers from the National Drug Abuse Conference (NDAC). An abstract for a presentation was submitted and accepted (Appendix; pp. 38-41). The paper was presented by the national HS/DA Project Director, and was being considered for inclusion in the conference proceedings (Appendix; p.p. 42-47). In the future,representative PM's should cooperatively participate in panel discussions regarding HS/DA program efforts at various national conferences-such as NDAC-and conventions. In preparation for these cooperative national presentations the PM's should have made,whenever possible,HS/DA program-related presentations individually at appropriate local, state and regional meetings.

Early in project year-01 the national HS/DA project office corresponded with the program chairperson for the national convention of the American Association of Community and Junior Colleges (AACJC) (Appendix; p. 48). Upon being accepted for the AACJC program, the national HS/DA project director released a communique to the one-hundred and fifty (150) or so two-year institutions who had responded earlier to M-DCC's Human Services Questionnaire which was distributed nationally. A copy of the national HS/DA project's three-year report submitted to NIDA accompanied the announcement of the presentation planned for the AACJC national convention (Appendix; p. 49). The agendum for the presentation "Towards a National Human Services Consortium", required the project director to also include information about the HS/DA project for the years 1975 through 1978, current HS/DA consortium endeavors, materials development efforts, and local program implementation accomplishments (Appendix; p. 50). Each person attending the presentation was asked to complete and return an updated version of the original Human Services Questionnaire (Appendix; p.p. 51-52). Several states were represented at the session, including Alaska (Appendix; p. 53). In general, there is nation wide interest among two-year institutions in forming a national Human Services/Drug Abuse consortium that in a period of three (3) to five (5) years would lead to a national Human Services consortium.

Each consortium member should take advantage of every opportunity within its institutional confines for disseminating information concerning local HS/DA program efforts (Appendix; p. 54). This is especially true for colleges with more than one widely-separated campus that rely upon college-wide publications for routine distribution of current information.

VII. CREDITS

The PM at each consortium institution will report information regarding credits on the term basis of the institution; semester, quarterly, etc. PM's should realize that they are primarily managers of degree programs and secondarily instructors of courses. If a PM fulfills all the managerial requirements of the position, there will be little time left to teach in the classroom. Manpower and Training Programs funded by federal agencies such as NIDA usually involve the offering of numerous specialized and discrete or clustered courses for practitioners wishing to acquire or upgrade job-related knowledge and skills. Conversely, consortium members will be offering broadly transferable and generic, associate degree (60 credit/two-year) programs dealing at least, and in an exploratory manner, with the nationally significant specialty area of drug abuse. Graduates will be eligible for employment at the paraprofessional or technican/aide level in a wide variety of positions generally available in agencies and

facilities commonly placed under the Human Services umbrella. Child care, drug abuse, alcohol abuse, corrections, mental health, gerontology are all nationally significant and therefore, probably also locally significant specialty areas.

Program Manager's reporting information pertaining to credits should report them in the context of the institutional degree program being offered; number of students in the generic program, credits earned toward graduation by students enrolled in the generic program, etc. If the institutional degree program is partially generic - having a generic core of five courses, the general education block of courses, and an array of appropriate electives and the PM cannot identify or separate Human Services majors from among the many students enrolled in associate degree programs or is unable to acquire demographic data on individually declared Human Services majors being advised then it would be acceptable to report credits in the manner of a manpower and training program: courses taught, students enrolled, credits earned, etc; however, should this option be exercised, it would be advisable for the PM to provide full explanation for the elective.

VIII. TITLES OF CURRENT COURSES OFFERED OR STAFF IS ATTENDING

It would be helpful for reporting purposes to change section VII of the reporting format to "CURRENT CREDIT COURSES OFFERED" and section VIII to "COURSES ATTENDED BY PROGRAM STAFF". This will put information directly concerning courses in HS/DA programs into a single report section (VII). The present section VIII title clearly applies to staff persons associated with manpower and training programs rather than PM's associated with associate degree programs. This section (VIII) should also include the following kinds of information reflecting activities of staff members: involvement in staff development programs or professional incentive programs, enrollment in advanced degrees programs, attendance and participation in program-related meetings, workshops, seminars, colloquia, clinics, etc. If the consortium membership opts for the latter suggestion, it may be helpful to further generalize the title for section VIII to "PROFESSIONAL GROWTH INVOLVEMENTS OF STAFF".

IX. MINORITY NEEDS

Although the Project Director's thoughts on this report topic were presented in section II. B. MINORITY PARTICIPATION, it is important to reinterate that PM's are obligated to identify minority needs, derive strategies for effectively meeting those needs, and report the results. PM's must gather data on minority needs in a formalized manner on an ongoing basis in order to accurately report on the effective meeting of minority needs.

The value of the consortium's achievements will be greatly enhanced by having as many minority populations as possible represented by the participating institutions. Each consortium institution should be dealing with a minority population different from those of the other participating members. In this way, the impact of various minority needs upon HS/DA program design can be assessed and dealt with effectively/successfully and individually/collectively during program planning and implementation phases. These key assessments of HS/DA programs to meet a variety of minority populations and needs will benefit other categorically representative and similarly obligated institutions.

This report section could be combined with report section II and retitled, "TARGET POPULATION AND MINORITY NEEDS/PARTICIPATION". Regardless of the reporting outline agreed upon by the consortium members, some preliminary attempt to reorganize the outline into a format equally suitable to NIDA and the consortium membership is in order.

X. PROJECTED PROGRAM MODIFICATION

The national HS/DA project staff is responsible for engineering any alterations in the existing HS/DA program design. At the present time, the HS/DA program design contains a relatively complete list of representative generic human services objectives and specific drug abuse objectives. Further consultation with recognized experts in the remaining specialty areas of national significance will result in the production of a comprehensive listing of generic Human Services objectives and specific objectives for the specialty areas of child care, alcohol abuse, mental health, corrections and gerontology. Other plans on the drawing board—to be finalized during project year-02—will complete the curriculum design portion of the federally funded national project resulting in a guide for "Developing and Implementing a Generic Human Services/Multiple Specialty Area Program" which will be of value to all 2,500 institutions of higher learning in America because no special equipment, instructors or facilities are required and the program can be operated cost-effectively for one (1) or any higher number of students.

Each local HS/DA program will tend to undergo some minor modifications throughout its existence due to changing articulation agreements, suggestions from the advisory committee, shifts in local hiring practices, ongoing program evaluation by the PM, responses to national trends, etc.

XI. SUPERVISION TRAINING

It would be more appropriate from the national HS/DA consortium point of view to entitle this report section "FIELD SUPERVISION" or "FIELD EXPERIENCE" or "FIELD SUPERVISION AND EXPERIENCE". The latter suggestion is preferred because it allows for the reporting by PM's of their efforts at arranging, monitoring, and improving (SUPERVISING) field experiences for students enrolled in their HS/DA programs. The more generalized title for the report section also allows the PM's to include assignment forms, evaluation forms, etc., or in other words, the paper controlled mechanisms used to make the field experience portion of the HS/DA program function effectively and efficiently.

The field supervision portion of this reporting section should be mentioned by the PM in "BRIEF MONTHLY REPORTS" and the field experience portion should be reported as the paper components for the machinery are derived and utilized. Obviously, any process for successfully supervising field experience should be thoroughly and carefully documented and thoughtfully considered by the other consortium members. The process could also be a cooperative endeavor undertaken by one or more consortium members. The important point to remember is that all HS/DA programs operated by consortium members should provide both directly and indirectly, a wide variety of field experience opportunities for students.

XII. COMMUNITY SUPPORT

In terms of the national HS/DA project staff and its charge, this section of the report, "COMMUNITY SUPPORT", must be thought of in a national sense. In other words, the sense of community in this instance is national in scope. Therefore, the kinds of national support the project needs will have to come from: various agencies within the federal government with manpower obligations that are interested in providing the category funding needed to refine the existing generic design and add nationally significant specialty areas (Appendix; p.p. 55-60); major national associations such as the American Association of Community and Junior Colleges (AACJC) and American Council on Education (ACE) that can endorse the effort and generally recommend its adoption; the administrations and facilities of the several institutions who will form the nucleus of the national consortium and serve as the key to expansion; and the HS/DA program related professional associations who can lend further credence to the national effort through publicizing its existence, accomplishments, and value to potential members of the Human Services industry in America.

The national effort will also require similar kinds of support--funding, endorsement, recommendations, promotion, adoption and growth--from other "communities" at the regional, state and local

levels. As one approaches the local level, the responsibility for community support gravitates to the influential domain of the PM at the consortium institution. The PM at the consortium institution should be the key to expansion of consortium membership through concerted utilization of available and responsive local, state and regional networks.

XIII. EVALUATION

It is an obligation and major responsibility of a PM: to continually assess the effectiveness of the program; to utilize-and aid in the field testing of-instructional or other program-related materials developed individually or cooperatively by consortium members; to collect, analyze and report-according to a standard format-demographic data on students enrolled in the HS/DA program (Appendix; p.p. 61-62); to set up a system for tracking the occupational movement of students who have graduated from the program; to utilize data from evaluating various aspects of the program for generating justifiable modifications in the program; to determine the effectiveness of various courses in the program (Appendix; pp. 63-64); to provide evaluative statements regarding the support being provided by the local community; to conduct interactive discussions and correspondence with other PM's for the purpose of deriving methods, techniques and strategies for improving the program; and to provide general data concerning progress via BRIEF MONTHLY REPORTS. PM's should provide full evaluative data to NIDA in appropriate reports such as Quarterly Progress Reports (QPR), Annual Reports I and II, and the Final Report.

It would be very helpful to the NIDA/MTB and M-DCC coordinators of the national HS/DA project to have all data from evaluations of programs collected with instruments either selected or designed cooperatively by the consortium members. Such a cooperative approach would facilitate the combining of data into single representative documents of greater value to more persons.

The data derived from tracking the occupational movement of graduates from programs may not be gathered in sufficient quantity to be of value to NIDA/MTB until the second or third year of the national project because it will probably take that long before students are graduated from HS/DA programs at member institutions. Nevertheless, it is important for the PM's to have the system in place for collecting data on employment tracking prior to its full-blown use. The results of tracking will be of greater value to the consortium institutions because of its ongoing nature after termination of federal funding.

It may be advisable to combine report section III. STATISTICAL DATA, and this section XIII. EVALUATION, into a single section entitled, EVALUATION AND OTHER STATISTICAL DATA.

XIV. PROBLEMS

No worthwhile endeavor is free of problems. Fortunately, problems generally come in two sizes, small and large. This section should be reserved for reporting large problems, especially those that require assistance from NIDA/MTB, M-DCC and/or the consortium membership in order to reach resolutions satisfactory to all parties affected. Small problems should be included in the report in their appropriate contextual settings; but, they should also be accompanied by descriptions of the solutions employed. Since we will be working on the same project, there will be solutions to relatively minor problems that will have widespread usefulness to the membership.

XV. BUDGET

The budget for project year-01 was submitted earlier to NIDA/MTB and GMB under separate cover by M-DCC's Central Accounting Office (Appendix; p. 65).

XVI. RELATIONSHIP WITH THE STATE DRUG ABUSE AGENCY

Each PM must establish an ongoing liaison with the various NIDA/NMTS persons working at the state level (and regional as well) and also the staff persons serving in the state administration who are working in the area of drug abuse. An alliance with the latter mentioned office and category of persons is beneficial in terms of; capitalizing upon available Information and Referral Services (IRS), obtaining current state-wide data related to the HS/DA program such as job opportunities for graduates, being alerted to the availability of state funds for program use; being informed of meetings conducted throughout the state that are pertinent to the program, identifying other institutions in the state with similar program interests, acquiring knowledge of available publication outlets and services within the state, collaborating with other institutions for the cooperative pursuit of state grants for demonstration or modeling purposes, sharing and exchanging information with other institutions in the state with similar interests and programs, and for many other equally obvious reasons.

XVII. RESEARCH

No research of either an experimental or descriptive nature was conducted on behalf of the national HS/DA consortium during the project year-01. The Project Director is planning on conducting further research during project year-02 on the status of Human Services programs among two year institutions. Undoubtedly, there will be many possible research projects generated by the formation of the National HS/DA Consortium. In addition, PM's should collaborate on program-related research projects especially of a descriptive nature that are beneficial to the charter membership and other interested institutions.

MATERIALS DEVELOPMENT AND EVALUATION

INTRODUCTION

Miami-Dade Community College (M-DCC) in association with educational and other institutions and agencies outside Florida, and under the auspices of the National Institute on Drug Abuse (NIDA), is developing two original, modular, and multicomponent courses for utilization in Human Services/Drug Abuse (HS/DA) degree programs. The "INTRODUCTION TO HUMAN SERVICES" (IHS) course is based upon a generic Human Services curriculum and provides students with generalist or broad perspectives of the field. The "CHEMICAL SUBSTANCE ABUSE" (CSA) course is of direct value to students in Human Services and other related programs seeking employment in public or private substance abuse agencies and facilities upon graduation. Both courses are being prepared with the independent study student in mind thereby providing unusually complete packaged courses for classroom utilization. All instructional materials will undergo thorough review by educators, practitioners and other professionals in the Human Services and substance abuse fields and by classroom students.

MATERIALS DEVELOPMENT AND EVALUATION

ACKNOWLEDGEMENTS

Since the IHS/CSA courses are currently under development and will be completed during project year-02, it is sufficient at this juncture to generally mention that many educators, practitioners, other professionals and students serving variously as designers, writers, editors, reviewers, producers, narrators, artists, photographers, typists, learners, etc., will have contributed to the overall effort. Therefore, the national HS/DA project staff wishes to withhold acknowledging specifically the many contributors until the two courses are completed and all categorical lists of contributing individuals have been determined.

MATERIALS DEVELOPMENT AND EVALUATION

I. GOALS AND OBJECTIVES

A. National Project Goals

All goals for the national Human Services/Drug Abuse (HS/DA) project are listed on page 4 of the report.

B. National Project Objectives

The list of all objectives for the national Human Services/ Drug Abuse (HS/DA) project begins on page 4 of this report.

II. TARGET POPULATION AND MINORITY PARTICIPATION

A. Target Population Served

The primary population to be served by the two courses under development is composed of competent but noncredentialed workers in drug abuse facilities. Due to the generic nature of HS/DA programs, however, the Introduction to Human Services (IHS) course is designed to satisfy the general instructional needs of freshmen enrolled as Human Services "majors". Therefore, the IHS course is of value to workers in drug abuse facilities as well as other specialty area facilities commonly placed under the Human Services umbrella. On the other hand, the "Chemical Substance Abuse" (CSA) course is designed principally to satisfy the instructional needs of Human Services "majors" (sophomores) who have elected to pursue the specialty area of drug abuse in upper division schools. Although the topic of drug abuse is the primary emphasis of the CSA course, the specialty area of alcohol does receive some secondary attention. The IHS/CSA courses are modular in design and intended for independent study use thereby facilitating working HS/DA students. It should also be mentioned that the content-generic and specific/knowledge and skills-for the IHS/CSA courses is drawn primarily from the social and behavioral sciences which obviously makes the various IHS/CSA course components widely applicable to many courses normally offered by social science and behavioral science departments.

B. Minority Participation

Every effort possible has been made throughout the design, development/production, and evaluation/implementation phases of course preparation to utilize persons from minority populations. As a consequence, we have had various instructional components either written, reviewed or edited by representative minority persons. In addition, the Production Center intends to use

minority persons as hosts primarily for the video (television) programs. It must also be remembered that the ultimate evaluators (student-viewers) of the instructional materials will be drawn from M-DCC's triethnic/biracial populations. The greatest minority participation will occur upon national utilization of the courseware by HS/DA consortium members and other interested institutions.

III. STATISTICAL DATA

During project year-02, a MATERIALS EVALUATOR (ME) will design testing instruments and obtain student reactions under classroom and/or independent study conditions to the IHS/CSA course materials. Statistical data supportive of a descriptive rather than experimental approach will emerge. The ME will also be responsible for tabulating data, recommending changes in printware, and documenting the effort. The primary intention of the evaluation will be to obtain student reactions to the materials of a subjective kind that can be used to improve the overall communicative, intrinsic, and personalized value of multicomponent instructional packages. Results from materials evaluation will be reported by the Project Director (PD) in monthly and quarterly reports, and the annual report for national HS/DA project year-02. For report writing and reading ease, it would be better to combine report sections III. STATISTICAL DATA and XIII. EVALUATION so that related information will be located in the same report section.

IV. OTHER PARTICIPATING PROGRAMS/AGENCIES

The materials development and evaluation portion of the national HS/DA project has benefited from participation by many other programs and agencies. The authors, reviewers and other kinds of individuals lending assistance are being drawn from: educators involved in Human Services programs dealing with substance abuse as well as other specialty areas and instructors of program-related courses in departments within social and behavioral science divisions; from practitioners and other professionals working in various capacities and at various levels in Human Services, and Drug Abuse and other related agencies with local, state-Florida and others-regional and national responsibilites. Upon conclusion of this portion of the project, a complete acknowledgements section will be prepared for ANNUAL REPORT II which will indicate categorically the many individuals from programs and agencies who participated in IHS/CSA development and evaluation. For now, a few typical examples of program/agency participation are included with this report (Appendix; pp. 66-72).

Although the persons selected to serve as authors of IHS/CSA instructional materials all have the experience, credentials and knowledge needed to successfully write about the various modular topics, very few of them had any real prior experience at writing

video (television) and audio (radio) recording scripts including supportive and integrated instructional elements. In order to compensate for this very natural limitation, the Project Director and Academic Coordinator prepared packages of sample materials with instructions for the writers to follow. For example, each selected person who reviewed the informational/example package (Appendix; pp. 73-114) and agreed to author a video (television) recording script including supportive and integrated instructional elements (Video Script Package-VSP) received a letter of instructions for writers, a script writer's outline, a copy of the IHS chapter the package would support, detailed instructions for constructing a VSP, and other pertinent enclosures (Appendix; pp. 115-120). Authors of Audio Script Packages received similar sample materials to guide their writing efforts.

V. STAFF AND CONSULTATION DATA

The Project Director (PD) conducted Course Design Meetings (CDM) on a monthly bases throughout project year-01. The meetings were attended by the PD, Academic Coordinator (AC), PM, and others as needed such as the ME. This varying-sized group of individuals is referred to collectively as the Course Design Team (CDT). The team is responsible for designing, developing and evaluating the modular and multicomponent IHS/CSA courses. The CDM's also provided opportunities to deal with other HS/DA project and program business (Appendix; pp. 121-127).

The CDT members functioned as a search committee for persons within M-DCC to serve as writers for the IHS/CSA courses. Faculty members identified as potential authors were sent information/example packages to help them determine whether they wished to participate and were asked to inform the national HS/DA project office in writing of their decisions (Appendix; pp. 128-143). The faculty-writers will be academically knowledgeable but basically uninformed in terms of writing mediated materials. Therefore each faculty-writer preparing an audio (radio) recording script including integrated instructional elements (Audio Script Package-ASP) was provided with a letter of instructions, a script writer's outline, a copy of the IHS chapter the package would support, detailed instructions for constructing an ASP and other pertinent enclosures (Appendix; pp. 144-149). Faculty-writers of Video Script Packages (VSP) received similar sample materials to guide their compositional efforts.

The national HS/DA project office located on the South Campus of M-DCC is in constant contact with M-DCC's Production Center located on North Campus. The Academic Coordinator (AC), a national project staff person, is located on North Campus and Communicates regularly with Production Center personnel assigned to produce the video and audio programs for the IHS/CSA courses. Various aspects of the course development such as internal materials review, release

of scripts, program costing, selection of credits, production scheduling, questions on copyright, clearance of visuals for video programs, etc. are communicated by memoranda (Appendix; p. 150) and others such as selection of narrators or program costs, use of existing motion film footage, locating appropriate visuals, logging production costs, minority representation, etc. are discussed and agreed upon at production meetings (Appendix; pp. 151-152).

VI. PUBLICATIONS

The college plans to place the IHS/CSA courses under copyright and release them to a publisher for national distribution. The net revenue earned from national marketing of the materials will be used to help maintain the national HS/DA project and/or develop other allied projects during post-funding years. The current marketing plan is to have the two courses ready for a Fall Term, 1980 national release. Recent developments in the materials review system being organized may prolong the production schedule thereby forcing the national release date farther ahead (Appendix; pp. 153-154).

In general, it is hoped that each consortium institution will develop project/program-related products that will be of value on a national basis to other institutions either planning or operating generic HS/DA programs and will also generate revenue that the producing institution can use to further its programmatic endeavor. The products need not be complex and elaborate to be of value. For example, the consortium members and many other institutions across the country could use a document describing methods for successfully supervising the field experiences of HS/DA students.

VII. CREDITS

The IHS/CSA courses are both designed for full semester utilization and the awarding of three (3) college credits. Since the courses are modular in design they can also be used in the quarter system and in situations involving the awarding of partial credit or variable credit. In addition, the completeness of the two multicomponent packages makes them ideal for use as independent study and directed independent study courses.

VIII. TITLES OF CURRENT COURSES OFFERED OR STAFF IS ATTENDING

Miami-Dade Community College (M-DCC) in association with educational and other institutions and agencies outside Florida, and under the auspices of the National Institute on Drug Abuse (NIDA), is developing two original courses primarily for utilization in Human Services/Drug Abuse (HS/DA)degree programs. The "INTRODUCTION TO HUMAN SERVICES" (IHS) course is based upon a generic Human Services curriculum and provides students with generalist or

broad perspectives of the field. The course is particularly suitable for use at the freshman level in associate and baccalaureate degree programs which prepare graduates for employment in a variety of specialty areas commonly placed under the Human Services umbrella; e.g. drug abuse, alcohol abuse, mental health, child care, gerontology, corrections, etc. The "CHEMICAL SUBSTANCE ABUSE" (CSA) course is of direct value to students in Human Services and other related programs seeking employment in public or private substance abuse agencies and facilities upon graduation. There are many other indirect applications of the CSA course materials. The modules of both courses have wide application to social and behavioral science courses offered at the freshman and sophomore levels.

A. The "INTRODUCTION TO HUMAN SERVICES" (IHS) course is a fifteen (15) module, four (4) component course.

   1. TEXTBOOK-"AN INTRODUCTION TO HUMAN SERVICES" is a fifteen (15) chapter, multi-authored textbook dealing with the origin, contemporary concerns and issues, fundamental principles and practices, and future trends of the Human Services field (Appendix; pp. 155-186).

   2. AUDIO SERIES-This multi-authored component is comprised of fifteen (15) programs on audio cassettes of 14:30 duration each. The primary instructional purposes of an audio program are to support a textbook chapter by encouraging appropriate usage of vocabulary, clarifying complex concepts, presenting alternate perspectives and/or developing major theses (Appendix; pp. 187-203).

   3. VIDEO SERIES-This multi-authored component is comprised of fifteen (15) programs on video cassettes of 14:30 duration each. The primary instructional purposes of a video program are to support the textbook chapter by providing a basic restatement of content utilizing different language, applying specific principles of importance, and/or introducing additional salient principles (Appendix; 204-220).

   4. STUDY GUIDE-This component is comprised of fifteen (15) units which guide the learner through the textbook chapter, audio program and video program for each module (Appendix; pp. 221-234).

B. The "CHEMICAL SUBSTANCE ABUSE" (CSA) course is an eight (8) module, three (3) component course.

   1. MODULE GUIDE SERIES-This multi-authored component is comprised of eight (8) units of dual purpose. The eight (8) unit series provides the learner with textual information dealing with the origin, contemporary concerns,

issues and practices, and future trends of the substance abuse field. The series also guides the learner through the textual information, and the audio and video programs for each module. In other words, the Module Guide series serves as both a textbook and a study guide (Appendix; pp. 235-297).

2. AUDIO SERIES-This multi-authored component is comprised of eight (8) programs on audio cassettes of 14:30 duration each. The primary instructional purposes of an audio program are to support the textual information contained in a Module Guide by encouraging appropriate usage of vocabulary, clarifying complex concepts, presenting alternate perspectives and/or developing major theses (Appendix; pp. 298-307).

3. VIDEO SERIES-This multi authored component is comprised of eight (8) programs on video cassettes of 14:30 duration each. The primary instructional purposes of a video program are to support the textual information contained in a Module Guide by providing a basic restatement of of content utilzing different language, applying specific principles of importance, and/or introducing additional salient principles (Appendix; pp. 308-317).

Both courses have been prepared with the independent study student in mind thereby providing unusually complete packaged courses for classroom utilization. All instructional materials will have undergone thorough review by educators, practitioners and other professionals in the Human Services and substance abuse fields and by classroom students.

IX. MINORITY NEEDS

The IHS and CSA course packages have been designed to meet the general needs of all minorities rather than to meet the specific needs of a single minority. To do the latter would result in customized products with limited applicability and that would be contrary to the goals and objectives of the national HS/DA project. Knowing that some minority groups may be entering college with certain deficiencies has not had a diluting effect on the academic quality of the courses. Instead, it has caused the CDT to search for design strategies which maximize minority students' strengths while minimizing weaknesses.

In all probability minority students will also be working students. The IHS/CSA courses have been designed for use by independent study students and will therefore be very convenient for minority students who must hold jobs while attending college. Both courses have audio visual supplements which introduce,

reinforce and elaborate upon modular topics of primary importance provided via textual components thereby lending additional assistance to minority students who may have entered college with deficiences in reading and language skills. The courses are modular which allows the student to utilize the instructional materials at an individualized rate. This instructional feature will be enhanced at those institutions using variable credit and/or partial credit arrangements. The study guide units for the courses are very detailed and approximate a semi-programmed approach to instruction thereby guiding the learner carefully, thoughtfully, thoroughly and unhurriedly through each module. The content of each course has been reviewed by minority persons from practitioner groups thereby guaranteeing its usefullness in today's work-world. These many features may strike you as being applicable to some majority students; but, certainly that duality will be accepted as an unplanned dividend and promote the instructional usefullness of the course packages.

X. PROJECTED PROGRAM MODIFICATION

Although some minor changes in IHS/CSA printware are expected to result from field-testing the courses, the only major modification that may occur to either course would be the addition of an "INSTRUCTOR'S MANUAL" (IM). The CDT decided early in the design phase that the IM component probably would not be useful in a sufficient number of instances to make its development worthwhile; therefore, it has been relegated to the status of an optional component that may be developed in the future should there be a sufficient demand for it and funds are available to cover writing and editing costs (Appendix; pp. 318-320).

XI. SUPERVISION TRAINING

Colleges, including those without HS/DA programs, will certainly want to make the IHS/CSA courses available to interested personnel in local substance abuse and other kinds of facilities. In addition, the many substance abuse facilities around the country with staff development programs, in-service training programs, professional incentive programs, or other kinds of inhouse programs intended to help employees acquire and/or upgrade skills needed for continued employment or advancement may work to individually or collectively to utilize the IHS/CSA courses in their programs should they not be available through a nearby college. If training directors at the facilities wish to offer the courses for college credit, they will need to contact a college which does not necessarily need to be nearby, and arrange for the courses to be offered on site using an instructor certified by the state to teach at the college level. If the facility personnel would rather have the local college offer the courses, they should preliminarily obtain commitments from potential students-preferably 15 per course-and ask the college to accommodate them. Should the

college not have a Human Services program in operation, the initial request for IHS/CSA courses-reinforced by sufficient requests from other specialty area facilities in the locale for the same or similar courses-could encourage the local institution to add a generic,broadly transferable, associate degree HS/DA program to the curriculum. The point to all these suggested possibilities is that the many modules of which the two courses are composed could be combined in numerous ways to provide the academic basis for a supervised field experience course.

XII. COMMUNITY SUPPORT

Support from the community in terms of materials development is not as easy to obtain as one might think. Quite often, the best writers working at local drug facilities are directly salaried from NIDA grants and cannot receive additional money from our NIDA-funded project. In addition, these same persons are so busy with other job-related commitments that they do not have the free time to write for the project on a gratis basis. In general, we have found it difficult to enlist the writing services of practitioners from both public service and private practice due to their many ongoing activities; attending meetings, making presentations, writing articles, books, etc., plus the demanding routine of their daily work. Nevertheless, we have been fortunate in having sufficient time to identify and obtain writers for the project from the local community working in public and private agencies, facilities, practices and educational institutions.

XIII. EVALUATION

Each textbook chapter, video program, audio program and study guide unit for the IHS course, and each module guide unit, video program and audio program for the CSA course will be subjected to evaluation by classroom students. Since the audio visual (A/V) programs will have undergone extensive review by educators, practitioners and other professionals,and redoing programs-especially video programs-is a very expensive process, the results of student evaluations will be used to modify printware; IHS textbooks and study guide, and CSA module guides. Only in those necessary cases will audio visual supplements be redone; however, this eventuality is not expected because the A/V programs will be subjected to an extremely high quality review/edit process before being produced and then utilized in classroom testing (Appendix; p. 321).

During project year-02 the national HS/DA project office will acquire the services of a person who will serve as the Materials Evaluator (ME) for the project. The ME will be responsible for: preparing and administering the testing instruments; collecting, analyzing, and tabulating the data; recommending and making modifications (as approved) in printware suggested by the data; and preparing a formal written report including PURPOSE, METHODS

AND MATERIALS, RESULTS, DISCUSSION AND RECOMMENDATIONS, AND CONCLUSION, which will be included in the MATERIALS DEVELOPMENT AND EVALUATION chapter of HS/DA ANNUAL REPORT II. The Project Director (PD) has prepared an instrument for evaluating IHS textbook chapters. Instruments designed for evaluating the instructional effectiveness of other IHS/CSA course components will be similarly designed (Appendix, pp. 322-325).

The person selected as ME should meet the following criteria: have a working knowledge of methods and techniques needed to evaluate the IHS/CSA course components; be located on M-DCC's North Campus where the Production Center and Academic Coordinator are located; have had prior association with the national HS/DA project in some curricular capacity; have the academic background necessary for modifying the existing IHS/CSA printware; be able to serve as the IHS/CSA classroom instructor; and be able to prepare high quality and detailed written documentation of the entire evaluation effort.

XIV. PROBLEMS

Some of the routine problems normally encountered during the design, development and evaluation of original, multicomponent and multi-authored courseware are:

*Configuring the Course Design Team (CDT) and the functions of its members;
*Designing the IHS/CSA course packages;
*Arranging for and disseminating minutes of the Course Design Meetings (CDM);
*Identifying capable authors;
*Preparing and releasing informational/example packages to selected authors;
*Preparing and releasing assignment packages to acceptant authors;
*Establishing an internal/external-review/edit process;
*Designing and utilizing evaluation instruments;
*Maintaining scheduled writing and production commitments;
*Controlling the quality of the audio visual and print components;
*Acquiring a publisher;
*Arranging payments for the services of writers and other contributors;
*Monitoring the project account;
*Documenting the results of field testing;
*Monitoring and reporting progress in general; and
*Continuous typing and proofing of everything.

Early in the year the Project Director established a system for coding various parts of the IHS/CSA course packages that has been very helpful throughout the year to institutional personnel involved in tracking developmental progress and departmental

movement of the parts (Appendix; pp. 326-330). A careful persual of this entire document will uncover the various ways in which the many intrinsic problem-areas were managed during the year.

XV. BUDGET

The budget for project year-01 was submitted earlier to NIDA/MTB and GMB under separate cover by M-DCC's Central Accounting Office (Appendix; p. 65).

XVI. RELATIONSHIP WITH THE STATE DRUG ABUSE AGENCY

The Project Director has provided information concerning the IHS/CSA Courses to NIDA/NMTS individuals and appropriate persons in the Health and Rehabilitative Services, (HRS) State of Florida. The purpose for preliminarily releasing information about the IHS/CSA course packages at the various governmental levels is to capitalize upon the information dissemination systems, resource linking mechanisms, and/or referral services provided by each agency office that can contribute to a widespread utilization of the two courses.

XVII. RESEARCH

As mentioned previously in this report, the results of IHS/CSA course evaluations will be included in the "MATERIALS AND EVALUATION" chapter of "ANNUAL REPORT II". No other research involving instructional materials is being planned at this time.

PROGRAM IMPLEMENTATION AND EVALUATION

INTRODUCTION

Beginning August, 1978 a new academic program was offered on the New World Center Campus (NWCC) of Miami-Dade Community College. The program was an Associate of Arts Degree in Human Services. The purposes of the program are to prepare students for paraprofessional employment in the various human services organizations/agencies in Dade County and to prepare students for transfer to upper division institutions. The program was planned for those students: (1) seeking an education which helps them become a more fully functioning individual; (2) desiring to upgrade their job skills or prepare themselves for work in human services agencies; (3) who want training in paraprofessional counseling. The program was started with the help and financial support of the National Institute on Drug Abuse (NIDA). The program opened with a meager enrollment of ten persons in August and grew to seventy-seven persons by January. The success of the enrollment increase is due to the cooperation of the Dade County Comprehensive Drug Program, the Dade County Corrections Department, and the many volunteer agencies within the county. In addition to the agencies, students were recruited via radio, television, newspaper advertising, college fairs, and high school visitations. The program was implemented with the full support of the Campus administration, the faculty, the human services facilities, and the community.

ACKNOWLEDGEMENTS

The local Human Services/Drug Abuse (HS/DA) program staff wishes to recognize the following individuals for their assistance in making the implementation and evaluation effort at Miami-Dade Community College a reality.

STATE OF FLORIDA, DEPARTMENT OF HEALTH AND REHABILITATIVE SERVICES (HRS)

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Director of Student Placement

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METROPOLITAN DADE COUNTY, DEPARTMENT OF HUMAN RESOURCES

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Ms. Betti Pate, Director
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DADE COUNTY PUBLIC SCHOOLS

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HUMAN SERVICES/DRUG ABUSE ADVISORY COMMITTEE

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Metropolitan Dade County

Ms. Betti Pate, Director
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Metropolitan Dade County

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Miami-Dade Community College
North Campus

Ms. Gerry Healy, Director
Training & Information
Comprehensive Alcohol Program

PROGRAM IMPLEMENTATION AND EVALUATION

I. GOALS AND OBJECTIVES

A. Local Program Goals

1. To implement a broadly transferable Human Services Program which reflects the following characteristics:

   a. it has a common core of course offerings,
   b. it is predicated upon the assumption that there is a generic Human Services base,
   c. it has a substance abuse track reflective of those knowledge and skills components required of substance abuse practitioners,
   d. it utilizes personnel from the educational institution, the community and Human Services agencies,
   e. it recognizes how social, economic, cultural and sub-cultural factors influence behavior,
   f. it recognizes the role of emotions and values in providing and resolving human problems,
   g. it employs terminology appropriate to the agency, helping professions, and diverse elements within the community,
   h. it recognizes and appreciates the necessity of ethical coordination in Human Services,
   i. it demonstrates a constructive sensitivity toward the consumer,
   j. it teaches an understanding of Human Services organizations and their operational assumptions,
   k. it recognizes the principles and theories of habilitation,
   l. it teaches students to define and analyze a problem and test alternative solutions,
   m. and it aids students to assess and use local community resources

B. Local Program Objectives

1. The Program Manager will supervise the management of the Human Services Academic Program:

   a. Institutional Responsibilities-implement consortial agreements,
   b. Organizational Chart-provide input to the updating of a communication schema,
   c. Project and Program Staff Meetings-attend Human Services Coordination Committee and other program related meetings, and represent M-DCC at national HS/DA project meetings involving Program Managers,
   d. Advisory Council-serve as secretary to the local Advisory Council,

e. Articulation and Liaison-function as program liaison to the local upper-division institutions and Metropolitan Dade County facilities,
f. Programs Goals, Objectives and Courses-implement the consortially designed HS/DA model program,
g. Target Population-continue to derive unique instructional strategies, principles and techniques to meet the learning styles of the target population,
h. Program Management-utilize the consortially devised program management concept,
i. Academic Approval-remain involved in the academic refinement of the program,
j. Program Promotion and Publicity-participate with development of promotional and publicity efforts supportive of the program,
k. Student Recruitment and Advisement-be responsible for the recruitment and advisement of students from NIDA-funded and other local facilities;
l. Instructional Materials-participate in the development of program-related instructional materials of value to the consortium colleges;
m. Written Reporting-participate in the design and composition of official written reports to NIDA,
n. Project and Program Expansion-participate in the curricular refinement of the program,
o. Continuous Project Life-continuously reinforce the "single project concept".

2. Engage in the various activities of direct value to the national HS/DA consortium:

a. Institutional Responsibilities-in general document all activities related to the implementation and evaluation of the consortially drafted and ratified "Institutional Responsibilities",
b. Organizational Chart-Contribute to the design of an organizational chart for the national consortium,
c. Project and Program Staff Meetings-represent M-DCC at national HS/DA consortium meetings involving Program Managers,
d. Advisory Council-make the minutes from the local Advisory Council available to consortium members and the national HS/DA Advisory Council,
e. Articulation and Liaison-document for consortial purposes, all HS/DA efforts pertaining to articulation with local consortia, local upper division institutions, Florida Community and Junior Colleges, and liaison with Metropolitan Dade County facilities, the Single State Agency and national consortium,

f. Program Goals, Objectives and Courses-document the effectiveness of the M-DCC adaptation of the consortially conceived HS/DA model program,
g. Target Population-document for distribution to consortium members all instructional strategies and techniques dealing effectively with the target population,
h. Program Management-be prepared to report to consortium members all successful aspects of the consortially conceived "program management concept",
i. Academic Approval-be prepared to share with consortium members information relative to obtaining academic approval,
j. Program Promotion and Publicity-document for consortium members all salient features of the M-DCC program promotion and publicity effort,
k. Student Recruitment and Advisement-document for distribution to consortium members all aspects of successful recruitment and advisement of the target population,
l. Instructional Materials-participate in the development of additional components for the "Introduction to Human Services" and "Drug Abuse" courses and/or other consortially valuable courses.
m. Written Reporting-participate as a model "Program Manager" in the design of formats to be used in reporting consortial activities officially to NIDA,
n. Project and Program Expansion-be prepared to share with other consortial Program Managers available information concerned with the refinement of the "generic core concept" and the addition of other specialty-areas,
o. Continuous Project Life-participate in the sharing of information with other Program Managers involving the perpetuation of the project after federal funding is terminated.

II. TARGET POPULATION AND MINORITY PARTICIPATION

A. Target Population Served

The target population for this grant is the employed but uncredentialed Human Services/Drug Abuse Counselor. Eighteen such individuals enrolled in the Human Services Program and took courses at the New World Center for the school year 1978-79. These individuals are employed by the following drug facilities:

1. Jackson Outpatient Methadone Clinic
2. Jackson Drug Center
3. Switchboard of Miami
4. Transition, Inc.
5. Village South
6. Palm Beach Treatment Center
7. Community Action Agency
8. Concept House
9. Spectrum Drug Rehabilitation Program

In addition, the program enrolled nine employed but uncredentialed Human Services workers from other Human Services agencies. The agencies where these individuals are employed:

1. Broward Employment and Training Center
2. Coconut Grove Family Clinic
3. Friendly Visitor
4. Big Brothers/Big Sisters of Dade County
5. Parent Resource Center
6. Florida Medical Center
7. Greynold's Park Manor Rehabilitation Center

The other students enrolled in the Human Services classes were pre-professionals seeking the skills that would aid them in gaining employment in a Human Service agency in Dade or surrounding counties.

During the past year an effort has been made to reach all potential students for the program. At the beginning of each term, all Human Service/Drug Abuse facilities are notified of our course offerings. Each term program information is supplied to all county and state agencies, all local newspapers (Miami Herald, Miami News, Miami Times, Miami Las Americas, and Neighbors) and all county high schools (Appendix, pp. 331-340). In addition, the Program Manager made two television appearances and one radio broadcast in order to reach our desired population.

B. Minority Participation

Miami-Dade Community College for 1978-79 was composed of 43% Anglo, 38% Hispanic, 18% Black and 1% other. The enrollment of minorities in the Human Services courses was much stronger than the institution enrollment. During 1978-79 school year, seventy-seven individuals were enrolled in Human Services Program. Of this group 23 or 29.9% were men and 54 or 70.1% were women. Thirty-three of the seventy-seven or 42.8% were Black. Of this number 11 or 14.3% were Black men and 22 or 28.5% Black women. Four of the students (.05) were Hispanic men and 18 or 23% were Hispanic women. The total Hispanic enrollment was 22 or 28% of the students. Anglo males accounted for 7 enrollees or .09% and Anglo females accounted for 14 or 18% of the total population. Fifty-five of the seventy-seven students (71.4%) were either Black or Hispanic. This number (71.4%) is greater than the 56% of total enrollment of Hispanic and Black at Miami-Dade Community College.

III. STATISTICAL DATA

A. Number of Training Programs

Miami-Dade Community College has one training program which is composed of five Human Services courses. The Human Services courses which compose the Human Services Program are:

1.	Introduction to Human Services	HUS 1010
2.	Counseling Skills	HUS 1202
3.	Counseling Techniques and Lab	HUS 2000 2000L
4.	Field Experience in Human Services	HUS 2011

The competencies for four of these courses are listed in the Appendix; pp. 341-363.

B. Participants

During the school year some 77 individuals enrolled for one or more of the courses. The program started with a small number of students in the Fall Term, 1978 and grew in strength during the Winter term. Courses were scheduled to permit an individual to complete the Human Services course sequence within one calendar year.

The Fall Term enrollment was:
HUS 1010 Introduction to Human Services
20 students or 60 credit hours

The Winter Term enrollment grew to:
HUS 1010 Introduction to Human Services
70 students or 210 credit hours

HUS 1202 Counseling Skills
60 students or 180 credit hours

HUS 2200 Counseling Techniques
2200L Counseling Techniques Lab
10 students or 60 credit hours

The Spring Term enrollment was:
HUS 2000 Counseling Techniques
2000L Counseling Techniques Lab
18 students or 108 credit hours

The Summer Term enrollment was:
HUS 2011 Field Experience in Human Services
9 students or 27 credit hours

The participants in the program have a wide range of interests in the Human Services field. The vocational interest of the students and the number interested in each area are:

Area	Students
Drug/Alcohol	18
Corrections	10
Geriatrics	10
Child Care	9
Counseling	6
Psychology	5
Hospital Work	3
Physical Education/Recreation	1
Undecided	15

If the enrollees were not presently working in the Human Services field, they were asked to volunteer their services to some agency in the community. The following agencies utilized Human Services major volunteers:

1. Big Brother/Big Sister
2. Sunset Elementary School
3. Parent Resource Center
4. Highland Park General Hospital
5. Village South
6. Vineland Elementary School
7. Women's Detention Center
8. Dade County Headstart Program
9. Women's Consciousness Raising Center
10. Telephone Reassurance Service
11. Mercy Hospital
12. Crisis Intervention
13. Probation Council
14. YMCA
15. Jackson Memorial Hospital
16. Division of Youth Services
17. Vocational Education Resources Project
18. Mental Health Association
19. Contact - Hotline
20. Daytop Village
21. Topic House
22. Mailman Center for Child Development
23. Red Cross
24. Veterans Hospital
25. Metropolitan Community Church
26. Dade County Harman Resource Center
27. Lifeline Center for Emotionally Disabled Children
28. Boy Scouts

The work done by the volunteers was well received (Appendix; pp. 364-366). As a result of the field experience and/or internship eleven participants received jobs from the agency where they did their volunteer work. Four participants in the program who were previously employed were

given job promotions.

The students enrolled in the Human Services Program at the New World Center came from a broad geographic area of Dade County (Appendix; p. 367). The majority of the students were generally from the geographic area serviced by the New World Center Campus, but a few traveled great distances within the city to attend the New World Center Campus located in the heart of Miami. The map will illustrate the number of students from each section of town. To aid the reader, the map is one supplied by the United States Post Office and postal zones are utilized to illustrate geographic areas.

IV. OTHER PARTICIPATING PROGRAMS/AGENCIES

The Human Services Program is advised by a Human Services Advisory Committee. The committee is composed of individuals from various Human Services agencies in Dade County. The agencies represented are: Dade County Comprehensive Drug Program, the Dade County Comprehensive Alcohol Program, the Veterans Administration Drug and Alcohol Program, the Dade County Department of Youth and Family Services, a student from Miami-Dade Community College and a lay person from the community. The committee's functions are to:

1. List the specific skills and suggest related and technical information for the instructional program.

2. Recommend competent personnel from the field as instructors for the program.

3. Help evaluate the program of instruction.

4. Suggest ways for improving the public relations program at the school.

5. Assist in recruiting, providing internships, and placing qualified graduates in appropriate jobs.

6. Keep the institution informed on changes in and needs of the labor market.

7. Provide means for the school to inform the community of the Human Services program.

8. Serve as a communication channel between school and community occupational groups.

The Advisory Committee was registered with the Florida Department of Education under USOE no.: 07.05040000 Human Services Aide. The committee members (Appendix; P. 368), met three times during the academic year and the actions taken by the committee are attached (Appendix; pp. 369-370).

The Human Services Program at the New World Center Campus has worked closely with the local Comprehensive Education and Training Administration (CETA) consortium and the NWCC's Department of Academic Support Services. The New World Center Campus was funded by CETA to provide in-service training for employees of CETA funded positions. The Human Services Manager assisted in the identification of areas of assessment and training.

The Human Services Program was the vehicle used to train peer facilitators for the New World Center Campus peer counseling center Individuals were identified who had a quality point average of 3.0 and above. The individuals were invited to participate in a special training program. The purpose of the program was to train students to be peer academic advisors. The Peer Counseling Center is now in operation staffed by these trainees and supervised by a full time professional counselor (Appendix ; p. 371).

In March, 1979, the Program Manager attended the National Organization of Human Services Workers in Tampa, Florida. At the meeting the Directors of the Human Services Programs at Hillsborough Community College and Daytona Beach Community College pledged to work closely together to present a more uniform Human Services Program at each school. The Directors also decided to investigate the possibility of convening a statewide meeting of Human Services Educators. Funding for the meeting would be sought from the Florida Association of Community Colleges. The goal of the meeting would be to bring together the thirteen community colleges and the three upper division schools offering Human Services Courses for the purpose of setting directions and standards for Human Services Programs in Florida.

The National Organization of Human Services Educators held its annual meeting in Philadelphia in August, 1979. Forty-two schools representing thirty-two states were in attendance. At this meeting the Program Manager had in-depth discussions with other educators on course requirements, accreditation of programs and workers, cirriculum developments, and program modifications.

The Human Services Educators are working closely with the Southern Regional Education Board in establishing criteria for Human Services Program approval. The Southern Regional Education Board is currently involved in two projects that will affect Human Services Programs nationally. One is the credentialing project. The SREB does not wish to establish credentialing criteria but they are involved in establishing a process to evaluate the credentialing criteria. Secondly, the SREB is establishing a national approval program for Human Services Programs. Six schools are to field test the approval process this Fall (1979). Beginning in July, 1980 the SREB will approve or deny approval to Human Services Programs nationally. The Human Services Program Manager met with the SREB personel regarding program approval (Appendix; p. 372).

V. STAFF AND CONSULTATION DATA

The Human Services Program at the New World Center Campus is staffed by two full time Miami-Dade Community College employees and three part time instructors. The full time instructors are members of the Social Science Department. The part time instructors are full time employees of Human Services agencies in Dade County. Two of the part time instructors are employees of the State Department of Health and Rehabilitative Services and one is employed by the Children's Psychiatric Center a private counseling facility.

The program staff met as a group twice during the academic year. The purpose of these meetings was to review the course offerings within the program and to review the competencies within the courses. Changes were recommended for the program and will be reported in the section entitled "Program Modification."

The program was reviewed by Ms. Marion Kiley, Southeastern Field Representative, National Center for Alcohol Education. Ms. Kiley came to Miami-Dade Community College in February and reviewed the course requirements and competencies for Human Services majors. She visited a class and spoke with students regarding their feelings about the program. Ms. Kiley supplied to the program curriculum materials entitled "Counseling the Alcoholic." Upon her recommendation, our Advisory Committee was enlarged to include an individual from the Dade County Comprehensive Alcohol Program (Appendix; pp. 373-374).

In March, Evalyn Milledge a Mental Hospital Administrator in Dade County visited the campus and later made a formal request for the Human Services Counseling Skills course to be offered to her employees. Ms. Milledge has been pleased with the work of our interns in her hospital and requested the Human Services Program to provide in-service training to the Dade County Mental Health Unit.

The Human Services Program continues to work closely with the Dade County Department of Human Resources. The department thanked us for the aid and cooperation we have given to it in fulfilling it's mission. The department asked us to continue our support (Appendix; p. 375).

VI. PUBLICATIONS

The National Human Services/Drug Abuse (HS/DA) Project has developed an introductory textbook entitled "Introduction to Human Services" and several drug abuse modules. The publications are under the direction of the Project Director and details are located in the section on MATERIALS DEVELOPMENT AND EVALUATION.

VII. CREDITS

All Human Services offerings at the New World Center are credit courses. During the academic year 1978-79 some 597 Human Services credits were

earned. The breakdown of the credits were:

FALL TERM	
HUS 1010	Introduction to Human Services 20 students or 60 credit hours
WINTER TERM	
HUS 1010	Introduction to Human Services 70 students or 210 credit hours
HUS 1202	Counseling Skills 60 students or 180 credit hours
HUS 2000	Counseling Skills Counseling Skills Lab 10 students or 60 credit hours
SPRING TERM	
HUS 2000 200L	Counseling Techniques Counseling Techniques Lab 18 students or 108 credit hours
SUMMER TERM	
HUS 2011	Field Experience in Human Services 9 students or 27 credit hours

The credit hours were generated by two groups of students. One group was Human Services majors, who are either seeking skills which will enable them to gain employment in a Human Services facility or who are preprofessional and will be transfering to an upper division institution. The second group are individuals who are currently employed, and some degreed, who wish to upgrade their skills. This latter group was more likely to enroll in the Counseling Skills and Counseling Techniques. These two courses are viewed as giving professional skills needed on the job.

VIII. TITLES OF CURRENT COURSES OFFERED OR STAFF IS ATTENDING

The Human Services Program is composed of three distinct parts:

A. General Education requirements needed for transfer to a senior institution (26 credits). During 1978-79 school year all General Education courses were offered each term. They included:

English	1103 and 1136	Composition	6 Credits
SS1	1010 and 1012	Social Science	6 Credits
HUS	2511 and 2570	Humanities	6 Credits
APB	1150	Biology	3 Credits
MGF	2313	Mathematics	3 Credits
PED		Physical Education	2 Credits

B. Human Services courses which provide specific skill training, development and field experience (15 credits)

HUS 1010	Introduction to Human Services	3 Credits
HUS 1202	Counseling Skills	3 Credits
HUS 2200	Counseling Techniques	3 Credits
2200L	Counseling Techniques Lab	3 Credits
HUS 2011	Field Experience	3 Credits

C. Recommend electives which strengthen the knowledge base and skills of the students (21 credits)

PCO 2731	Human Relations	3 Credits
PSY 2012	Introduction to Psychology	3 Credits
PPE 2001	Dynamics of Behavior	3 Credits
SOC 2000	Introduction to Sociology	3 Credits
DEP 2000	Human Growth and Development	3 Credits

And any other six credits that a student wishes to take. We encourage Anthropology, Economics, Human Sexuality, Death Attitudes, American Government, Marriage and the Family, or Social Problems. All of these courses were offered during the 1978-79 school year at the New World Center Campus (Appendix, pp. 376-377).

The program staff members continued to upgrade their skills. One instructor was accepted into the counseling doctorial program at the University of Miami. In addition, she enrolled in courses in Human Sexuality and Minnesota Multiphasic Personality Inventory. A second instructor enrolled at Florida International University and took an advanced course in Tests and Measurements. A third person associated with the program enrolled in Spanish classes. All instructors, both full time and part time, attended a number of workshops to upgrade their professional skills. Among the meetings were:

1. Rape Awareness
2. Victim Advicacy Program
3. National Organization of Human Services
4. National Organization of Human Services Educators
5. Parenting
6. Hypnosis Workshop
7. Community Power Workshop
8. Henderson Psychological Workshop.

The staff is dedicated to professional advancement and development. One strong point of this staff is it's commitment to in-service growth.

IX. MINORITY NEEDS

The majority of the students (70.8%) in the Human Services Program are minority students. Thirty-three of the seventy-seven or 42.8% were Black, and 23 or 28% of the students were Hispanic. The instructors in the Human Services courses emphasized cultural and racial differences. The instructors have attempted to show how social, cultural and subcultural factors influence behavior. This has been accomplished in the following

courses in the program:

HUS 1010	Introduction to Human Services
SOC 2000	Introduction to Sociology
SOC 2020	Social Problems
HUS 1202	Counseling Skills
HUS 2200 & 22001	Counseling Techniques and Lab

In addition, each student was required to visit three Human Services agencies and observe the clientele of the agency and the special problems of the clientele.

The students were also trained in the roles that emotions and values play in group and sub-group behavior. In addition to the courses named, the Human Relations and various Psychology courses required of the students exposed them to these key issues.

In HUS 1010, HUS 1202, HUS 2200 and PCL 2371, the students were exposed to the issue of sensitivity. Also, a good deal of time was devoted to ethical conduct and confidentiality. Client sensitivity, ethics, and confidentiality are three key issues that paraprofessionals need to develop. The sensitivity to minority needs, emotions, values, and ethics are most important. As the program moves forward, new sub-cultures will be emphasized. In 1979, over 15,000 students in the Dade County School System had a primary language that was other than Spanish or English.

The program must always be aware of the needs of these various minorities. The program will continue to teach cultural differences in child rearing, discipline, slang and street language, educational goals, occupational goals, etc.

X. PROJECTED PROGRAM MODIFICATION

To meet the needs of the local agencies and to meet the requirements of the upper division institutions, the Human Services Program underwent a revision during the 1978-79 school year. The revision was approved by the community based Human Services Advisory Committee (Appendix ; p. 378).

The program was modified to place more emphasis on psychology and less emphasis on sociology. Added as recommended electives were:

DEP 2000	Human Growth and Development
PSY 2012	Introduction to Psychology

Dropped from the recommended list were:

CLP 2001	Basic Human Development
SOC 2020	Social Problems

The rational for this change was that students should have an introductory psychology course before they enroll in Counseling Skills and Counseling Techniques. The Human Growth and Development is broader based than the Basic Human Development. The Basic Human Development was a course emphasizing the physical development of the individual. The Human Growth and Development course puts emphasis upon the social, psychological

and physical development of the individual. This broader approach is most desirable. The instructors are now aware of the need to stress development beyond the adolescent period. Because of our population make-up in South Florida, a major goal is to stress the needs of older individuals and their problems. In Dade County, 49 out of 50 deaths caused by drug over-dosing are caused by legal drugs. The over 21 years old individual today is more into legal prescription drugs than illegal drugs. Thus our program must meet the needs of these changing local conditions. The old and new advisement sheets for Human Services are attached (Appendix ; pp. 379-380).

XI. SUPERVISION

During 1978-79 school year the Program Manager in cooperation with the Social Science Department Chairperson supervised five employees. None of the five were full time Human Services instructors. Three of the five were full time employees of state or county Human Services agencies who came on campus one night a week throughout the year to teach a Human Services course. The other two instructors were psychology instructors who had anywhere from 20% to 50% of their teaching assignment in the Human Services Field. The full time instructors taught the traditional classes offered on campus during the day or evening. The part time instructors taught the external mode of the program. They met with the students in peer groups at a time that was convenient for the students.

The Program Manager supervised the students who were engaged in field experience. Field experience was gained by the students in two courses. When a student enrolled in Counseling Techniques, he was assigned to an agency for his Counseling Techniques Lab. The agencies which utilized our students were:

1. Comprehensive Drug Program
2. Probation and Parole
3. Parent Resource Center
4. Four Freedoms Nursing Home
5. Doctors Hospital
6, South Florida Mental Health

The second time that a student engaged in field experience was when he registered for HUS 2011 Field Experience in Human Services. Nine students enrolled during the Summer Term and did their field experience in the same agency in which they had done their laboratory work in Counseling Skills.

During the year the Program Manager supervised five professional employees, 18 students in Counseling Techniques Laboratory, and 9 students in Human Services Field Experience.

XII. COMMUNITY SUPPORT

The Human Services Program has received wide based community support. The program is endorsed by the Dade County Department of Vocational

and Rehabilitative Training which is composed of the divisions of drug, alcohol and corrections. The program is also endorsed by the State Department of Health and Rehabilitative Services and the Dade County Department of Youth and Family Services. Statements from Jeffrey Mack, Coordinator of Screening and Treatment of the Comprehensive Drug Program and James Sanders, Direct Service Supervisor for Network 1 of HRS, were received regarding the work of our students and their support for our program (Appendix; pp. 364-366). In addition, attached is a list of community agencies who have accepted or have expressed interest in accepting our students to do field work in their agencies (Appendix; 331-332).

The county and state agencies have been supportive in supplying lectures and workshops for our students. During the past year the county conducted workshops for our students in the areas of rape, wife beating, child abuse, alcohol, and drugs. In addition, Mr. Charles Alevine,Director of Volunteer Service for the Department of Health and Rehabilitative Services, spoke to the classes and aided in the placement of the students for Field Experience. The aid and cooperation of the county agencies has been excellent.

XIII. EVALUATION

Evaluation is conducted of staff, students, classes and curriculum materials. The institution has a policy that all full time instructors must be evaluated by their immediate superior. The evaluation normally occurs in November or December. The evaluation consists of two parts. Part I is a list of the strengths that the employee possesses. These strengths are both cognitive and affective. Part II is a list of the goals that the instructor will stride to achieve in the coming year. These goals may be listed in the areas of new knowledge that should be gained, community relations, retention, or recruitment. Part time instructors are not evaluated in the same way. The part time instructor is not faced with the problems of tenure and promotion. Thus the evaluation is less formal.

Students in the program are evaluated by the instructors in the program and by their supervisors at the agency at which they are assigned. The agency supervisor evaluates each student in the following areas:

1. Ability to work with other volunteers or interns
2. Ability to work with the staff
3. Ability to work with the clients
4. Ability to carry out duties
5. Followed agency rules
6. Promptness
7. Dependability
8. Leadership
9. Resourcefulness
10. Preparedness
11. Attitude
12. General effectiveness

The students in the program evaluate the quality of instruction and the materials utilized in the class. The major Human Services evaluation was conducted at the end of the Winter Term. The students enrolled in Introduction to Human Services (HUS 1010) were asked to evaluate their instructor, the course and the textbook. The forms used for the evaluation were developed by a committee and approved by New World Center's Faculty Senate. Evaluation is required for only one class of each instructor. The class is selected randomly by the campus computer. Evaluations were not received from all students enrolled in the course. Some students had finished the course early (it was self-paced) some were doing field work, and some were absent from class when the evaluations were completed. The results are attached without comment (Appendix; pp. 381-383).

XIV. PROBLEMS

The Human Services Program at the New World Center has experienced a very good growth rate. The growth is reflected in the increase in the number of credit hours generated from the Fall Term to the Winter.

The program underwent an administrative review in July. The Dean of Instruction met with the Associate Deans of Arts and Sciences; Life Lab, the Chairperson of Social Science, the Life Lab curriculum coordinator. The administrators gave their support to the program and discussed the expansion of the program.

The program has had support from the administration, the community based advisory committee, and all community agencies. Everyone has been very cooperative and from the program management aspect there have been no major problems.

XV. BUDGET

All budgetary transactions are conducted by the Project Director and are covered in an earlier section of this report.

XVI. RELATIONSHIP WITH THE STATE DRUG ABUSE AGENCY

The relationship with the State Drug Abuse Agency is excellent. The agency has accepted interns for field placement. It has supplied guest speakers and provided curriculum materials to be utilized in the classroom.

Two members of the Dade County Comprehensive Drug Program, Marshall Farkas and Betti Pate, serve as advisors to the program. Dr. Farkas is Director of the Dade County Comprehensive Drug Program and is also Chairperson of the Miami-Dade Community College Human Services Advisory Committee. Ms. Pate is Director of In-Service Training for the Comprehensive Drug Program. Both have been extremely valuable in reviewing curriculum, advising the program manager on employment requirements and opportunities, recommending faculty, recruiting students, and placing students in local facilities.

The county drug abuse agency has been a hopeful and resourceful agent to this program.

XVII. RESEARCH

No original research was undertaken this year. The Program Manager worked with representatives of Hillsborough and Daytona Beach Community Colleges to determine the course requirements and program standards of Human Services programs in Florida.

The local community is the major employer of the graduates. Therefore, the training program must identify the kinds of personnel in human services work that will be needed by community agencies and the number of those workers who will be required periodically. To do this the training programs must conduct periodic assessments of community needs for kinds and numbers of human service workers. Research is needed:

1. To assess community needs to aid in the development of the human services training program.
2. To attempt to determine community and national trends in manpower needs.
3. To conduct systematic follow-up of graduates who have completed the program to determine how knowledge and skills are being utilized.
4. To conduct annual evaluation of faculty and courses.
5. To contact community agencies to determine performance levels of graduates.

As the program is in its first year we have had no graduates with which to do follow-up studies. However, we do know that several individuals in the program, who are fully employed, have received job promotions.

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